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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the effects of simulated role playing on student knowledge, attitudes, and performance in an undergraduate reading methods course; (2) Indiana English teachers' perceptions of their college preparation; (3) instructional behavior in the reading arts of two groups of special educators; (4) inservice training on reading in the content areas; (5) teachers' and supervisors' perceptions of appropriate instruction for teaching reading to good and poor readers; (6) achievement, aptitude, and attitudinal variables related to preservice teachers' performance on criterion referenced tests in reading; (7) teachers and students as conversational partners; (8) the effects of inservice training of reading teachers on the achievement of reading pupils in a metropolitan school system; (9) factors influencing first grade teachers' selection and use of diagnostic procedures in beginning reading; (10) attitudes and perceptions of teachers of freshman composition; (11) an innovative inservice model for paraprofessionals in an elementary school; (12) teacher perceived management style as related to the reading scores of elementary school students; and (13) the interactions between an external change agent and teachers implementing a reading readiness curriculum. (FL)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1983 (Vol. 44 Nos. 1 through 6).

Compiled by the Staff
of the
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Abstracts of the following dissertations are included in this collection:

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Boyle, Janet Elaine
A STUDY OF INDIANA ENGLISH TEACHERS' PERCEPTIONS OF THEIR COLLEGE PREPARATION

Cabat, Jonathan Myles
A DIFFERENTIAL ANALYSIS OF INSTRUCTIONAL BEHAVIOR IN THE READING ARTS OF TWO GROUPS OF SPECIAL EDUCATORS: TEACHERS OF THE EMOTIONALLY HANDICAPPED AND EDUCABLE MENTALLY RETARDED

Cass, Stephen Charles
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TEACHERS' AND SUPERVISORS' PERCEPTIONS OF APPROPRIATE INSTRUCTION FOR TEACHING READING TO GOOD AND POOR READERS

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ACHIEVEMENT, APTITUDE, AND ATTITUDINAL VARIABLES RELATED TO PRESERVICE TEACHERS' PERFORMANCE ON CRITERION-REFERENCED TESTS IN READING

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TEACHERS AND STUDENTS AS CONVERSATIONAL PARTNERS: AN EXPERIMENTAL STUDY OF THE EFFECTS OF TRAINING ON TEACHERS' ABILITY TO RAISE LEVELS OF THINKING

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EFFECTS OF INSERVICE TRAINING OF READING TEACHERS ON THE ACHIEVEMENT OF READING PUPILS IN A METROPOLITAN SCHOOL SYSTEM

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AN INVESTIGATION OF FACTORS INFLUENCING FIRST GRADE TEACHERS' SELECTION AND USE OF DIAGNOSTIC PROCEDURES IN BEGINNING READING

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ENGLISH EDUCATION AND TESOL TEACHER PREPARATION PROGRAMS: A COMPARATIVE STUDY OF PROGRAMS AT TEN INSTITUTIONS

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A COMPARISON OF COMPUTER-ASSISTED INSTRUCTION AND A PROGRAMMED INSTRUCTIONAL BOOKLET IN TEACHING SELECTED PHONICS SKILLS TO PRESERVICE TEACHERS

Watkins, Carolyn Dianne
AN ANALYSIS OF THE INTERACTIONS BETWEEN AN EXTERNAL CHANGE AGENT AND TEACHERS IMPLEMENTING A READING READINESS CURRICULUM

THE EFFECTS OF SIMULATED ROLE-PLAYING ON STUDENT KNOWLEDGE, ATTITUDES, AND PERFORMANCE IN AN UNDERGRADUATE READING METHODS COURSE

Order No. DA8311375

BLACK, JOAN MICHELLE, ED.D. *Hofstra University*, 1982. 244pp.

Purpose. The purpose of this study was to compare the effects of the undergraduate course, *The Teaching of Reading to Normal and Special Children*, on two groups of adult undergraduate students when it was taught as a competency-based course with simulation training and as a competency-based course without simulation training.

Procedure. Fifteen preservice students enrolled in two sections of an eighteen-week reading methods course served as the population of this investigation. Both sections of students completed the same nine instructional modules, spent twenty hours in field-based classrooms, and attended weekly seminars. Students attending the experimental section participated in simulated role-playing exercises, while those attending the control section were involved in oral discussion.

Two measures were administered to all students as pretest assessments of cognitive knowledge of reading principles to assure equivalency of groups. All students were observed instructing a directed reading lesson with children by the investigator. Each lesson was audiotaped and evaluated using the *Assessment Guide for a Directed Reading Activity* and the *Checklist for the Characteristics of a Good Reading Lesson*. In addition, phonic lesson plans were spontaneously written by students of both groups for comparison purposes.

At the end of both treatment programs, the two pretests were readministered; the *Student Confidence Scale and Self-Evaluation of Achievement of Course Competencies* was completed by all students, and the *Reactions to Simulation Training Inventory* was administered to students of the experimental group.

Treatment of Data. The data for the cognitive knowledge measures were analyzed using a t test with a .05 level of significance. Data for all other measures were analyzed using the Mann-Whitney U Test procedure.

Findings. Analysis of the data revealed no significant differences between the groups in terms of cognitive knowledge, self-confidence, instructional performance, and lesson planning. Highly favorable student reactions to the simulation training were reported.

Conclusions. It was concluded that undergraduate students enrolled in a competency-based reading methods course with and without simulated roleplaying activities will demonstrate and indicate similar positive ratings of self-confidence to teach reading; similar instructional procedures; and similar competency in lesson planning. Simulation will be rated by student participants as an effective instructional tool for preservice teacher training in reading methodology.

A STUDY OF INDIANA ENGLISH TEACHERS' PERCEPTIONS OF THEIR COLLEGE PREPARATION

Order No. DA8323859

BOYLE, JANET ELAINE, PH.D. *Indiana State University*, 1981. 164pp. Chairperson: James C. Tyson

This study investigated Indiana English teachers' perceptions of their college preparation by reporting and analyzing the results of an opinionnaire and by examining the TEACH Bulletin and the English major programs of Indiana's colleges and universities.

To conduct the inquiry, literature related to secondary/professional education and English education was reviewed to furnish background information. Information about the secondary education and English components in Indiana's English teacher preparation programs was gathered by (1) reporting and analyzing the results of an opinionnaire completed by 305 currently employed Indiana English teachers, and (2) examining the requirements of the TEACH Bulletin and the approved English teaching major programs at Indiana colleges and universities.

The study revealed that 40% of the English teachers responding rated their teacher preparation as good to excellent, 34% rated their preparation as fair, and 25% viewed their preparation as poor. Opinionnaire respondents were asked to rate the coverage they received and the coverage they would recommend of topics in secondary education and English methods courses. By using the means of the ratings, priorities in topic coverage were determined. In the area of English, the respondents recommended increased coverage of all topics and a great shifting in topic priorities. The topic, Teaching Literature, was rated first on coverage received, but the topics of Teaching Composition and Teaching Grammar were ranked ahead of Teaching Literature on coverage recommended. In secondary education, the respondents recommended increased coverage of all topics except Writing Educational Objectives. For topic priorities, Writing Educational Objectives ranked first on coverage received, but dropped to 18th on coverage recommended. A great shift in topic priorities was noted in the area of secondary education. Respondents also recommended that English major programs in colleges decrease the proportion of course work devoted to literature and increase the proportion devoted to grammar, composition, speech, and reading. Data from the opinionnaire were statistically treated to determine the effects of the variables of sex, grade level teaching, and number of years' experience. These variables did not significantly affect the subjects' responses on the majority of the questions. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

A DIFFERENTIAL ANALYSIS OF INSTRUCTIONAL BEHAVIOR IN THE READING ARTS OF TWO GROUPS OF SPECIAL EDUCATORS: TEACHERS OF THE EMOTIONALLY HANDICAPPED AND EDUCABLE MENTALLY RETARDED

Order No. DA8313360

CABAT, JONATHAN MYLES, ED.D. *Columbia University Teachers College*, 1983. 124pp. Sponsor: Professor Abraham J. Tannenbaum

Required disability specialization in special education teacher-training programs and disability-based special education class placement in the New York City Board of Education are common practices today. However, no empirically gathered information exists which attempts to differentiate the instructional behavior of special education teachers to establish whether they indeed function in a unique fashion according to the handicapping condition with which they deal.

The current investigation has compared the teaching behavior of teachers of the emotionally handicapped and educable mentally retarded as they imparted the "tool subject" area, the reading arts. Fifteen teachers in each of the above disability groups were videotaped while imparting the readng arts curriculum in the New York City Public Schools. The videotapes were then analyzed using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The Taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy allows the coding of the instructional process, four main and two ancillary research questions were generated to attempt to demonstrate a differentiation or the lack of it in the instructional behavior of teachers of the emotionally disturbed and educable mentally retarded.

Some of the study results supported the notion that teachers of the emotionally handicapped and teachers of the educable mentally retarded instructionally function in a unique fashion, others did not. Data supporting differentiation showed that: (1) TEH used more basic skills than TEMR did. (2) TEMR used a greater number of instructional modes than did TEH. (3) TEH demonstrated a greater variability of time periods than TEMR. In addition the noninstructional ancillary data revealed the following data in support of differentiation: (1) TEH spent more time controlling deviant behavior than did TEMR. (2) TEMR devoted more time to structuring than TEH. The data refuting differentiation of instructional behavior showed that: (1) TEH and TEMR used the same number of subskills. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

INSERVICE TRAINING ON READING IN THE CONTENT AREA: THE STUDENTS' PERCEPTION OF ITS APPLICATION BY THE INSTRUCTORS INVOLVED Order No. DA8313164

CASS, STEPHEN CHARLES, PH.D. *The University of Wisconsin - Madison*, 1983. 114pp. Supervisor: Professor Robert P. Moser

This study was conducted to examine the effectiveness of an inservice program. The inservice program was designed to teach the use of reading-in-the-content-area techniques in the classroom. These techniques are equally important to all secondary classroom instructors. The model for the inservice was developed by Butz and Gunabalan at the University of Minnesota in 1979.

The design employed in this study was a randomized two-group design. The independent variable of inservice was varied two ways. One group of instructors received an inservice, while the other group of instructors served as the control group. the two groups of instructors were matched for subject area and grade level. The dependent measure was a student-observation instrument designed to measure how often the reading-in-the-content-area techniques were used in the classroom by both instructor groups.

The t-test for independent samples was employed to test the first major hypothesis. The statistical test yielded a result that indicated there was a significant difference between the two groups. The directional hypothesis, which indicated that the experimental-group instructors would use the techniques more often, was not rejected.

There was a significant difference between the experimental and control-group-student-respondents' observations on the use of reading-in-the-content-area techniques. This was indicated to be the result of the inservice program designed to teach them.

The inservice was found to have been effective, based on these findings, but further research was suggested.

TEACHERS' AND SUPERVISORS' PERCEPTIONS OF APPROPRIATE INSTRUCTION FOR TEACHING READING TO GOOD AND POOR READERS Order No. DA8316882

COLE, LYNN CROW, PH.D. *University of Maryland*, 1982. 125pp. Supervisor: Robert M. Wilson

This study investigated teachers' and supervisors' perceptions of appropriate instructional practices for good and poor readers. Subjects included 498 fourth-, fifth-, and sixth-grade classroom teachers and 21 supervisors employed in public school systems of a mid-Atlantic state. A questionnaire was developed and validated in a pilot study that involved selected field-based experts and elementary teachers. Subjects were asked to rate the appropriateness of 24 instructional practices for good readers and poor readers using a five-point *Likert*-type scale and to supply demographic information. The ratings were analyzed to determine significant differences in ratings of appropriateness for good readers as compared to poor readers with respect to the degree of learner involvement, level of questioning strategies, and instructional focus on comprehension. Two-sample *t-tests* were used to determine statistically significant differences in ratings. *Alpha* coefficients were calculated to determine agreement on the differentiation of ratings among subjects. Pearson product-moment correlation coefficients were calculated to determine agreement between subjects and to determine statistically significant relationships between demographic information and subject's ratings. Significant differences were found in the ratings of appropriateness of instructional practices for good readers as compared to poor readers. Practices that reflected a low degree of learner involvement and low level of questioning strategy were rated more appropriate for poor readers; in contrast, practices with a high degree of involvement and level of questioning were rated more appropriate for good readers. Whether practices reflected a comprehension or decoding instructional focus, they were rated more appropriate for poor readers. There was strong agreement among and between subjects on most instructional practices. There were negligible relationships between demographic information and ratings. Results imply that practitioners should examine their perceptions of appropriate instruction to determine whether they limit the quality and quantity of learning for poor readers.

ACHIEVEMENT, APTITUDE, AND ATTITUDINAL VARIABLES RELATED TO PRESERVICE TEACHERS' PERFORMANCE ON CRITERION-REFERENCED TESTS IN READING

Order No. DA8317582

ECKERT, MARY SUE O'BRYAN, ED.D. *Mississippi State University*, 1983. 84pp. Director: John P. Wollenberg

The purpose of this study was to develop a competency model that would predict how performance on four criterion-referenced reading tests by preservice teachers was related to the selected variables of high school GPA, composite score on the ACT, attitude toward reading, declared major, vocabulary score, and reading comprehension score. Through this investigation significant predictor sets of variables for achievement on four criterion-referenced reading tests were identified.

The sample consisted of 61 preservice elementary education, special education, and other majors at a land-grant university in Mississippi. The four criterion-referenced reading tests were administered in the spring and fall semesters of 1982. College records were examined for high school GPA, ACT composite score, and declared major. The *Rhody Secondary Reading Attitude Assessment* measured positive and negative reactions to the five attitude subscales. *The Nelson-Denny Reading Test*, Form C, was administered as a measure of vocabulary score and comprehension score.

Findings of the study indicated that ACT composite score, vocabulary score, high school GPA, and reading comprehension were positively related to achievement at the .05 level of significance on the four criterion-referenced reading tests. Academic major (elementary majors scored lower) and attitudes toward reading in the library and general reading were negatively related to achievement. Further analysis revealed that: (1) the predictor set for understanding linguistic-cognitive models and reading readiness included ACT composite score, high school GPA, attitude toward reading in the home, and vocabulary score, (2) the predictor set for understanding word recognition skills involved ACT composite score, (3) the predictor set for understanding comprehension skills and research and study skills involved ACT composite score, high school GPA, and attitudes toward reading in the home and general reading, and (4) predictor sets for understanding the approaches to the teaching of reading as well as the mastery of a basic skills course in the teaching of reading included ACT composite score and high school GPA.

TEACHERS AND STUDENTS AS CONVERSATIONAL PARTNERS: AN EXPERIMENTAL STUDY OF THE EFFECTS OF TRAINING ON TEACHERS' ABILITY TO RAISE LEVELS OF THINKING Order No. DA8309139

EDWARDS, LAURA CRAWFORD, PH.D. *The University of Texas at Austin*, 1982. 265pp. Supervisor: Nancy L. Roser

There were two purposes in this study. The first was to determine the effects of training preservice teachers to use conversation as comprehension instruction. Transcriptions of taped conversations were analyzed to determine change in teachers' interaction patterns. The second purpose of the study was to investigate students' comprehension after instruction through conversation. Comprehension effects were determined through written tests.

Teacher subjects were ten preservice education majors who had completed a university reading methods course. Student subjects were ten third graders enrolled in an urban public school.

Reading materials were eight fables written at students' independent reading level. Five fables served as subject matter for teacher-student interaction, and three fables served as written comprehension tests.

Training focused on the potential of oral language behavior as a vehicle for comprehension instruction. Teachers observed sociolinguistic features of instructional conversation, a rationale and instructional strategies for helping students to make inferences, and suggestions for organizing conversation as comprehension instruction.

Design of the study was a counterbalanced time-series plan which permitted the same training (treatment) of all teacher subjects. This design facilitated investigation of (1) pre-experimental conversation between teacher-student dyads in two groups, (2) the effects of treatment on teacher behavior in posttest situations, and (3) the effects of treatment on students' inferences on written tests before and after treatment.

To determine the effects of training on teachers' abilities to directly influence students' generation of inference, the researcher coded features of interaction using an instrument modified for the study, Analyzing Conversation as Comprehension Instruction (ACCI).

Data were analyzed for differences in (1) teachers' uses of features of instructional conversation and (2) students' generation of inference on written comprehension tests. Statistical procedures included a combination of *t* tests and repeated measures ANOVA.

Results indicated that training did not have a significant effect on preservice teachers' abilities to use conversation as comprehension instruction. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

EFFECTS OF INSERVICE TRAINING OF READING TEACHERS ON THE ACHIEVEMENT OF READING PUPILS IN A METROPOLITAN SCHOOL SYSTEM

Order No. DA8313824

JONES, WAYMON, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 76pp. Major Professor: William Force

The purposes of this study were: (a) to compare the relationship between inservice training of reading teachers and the achievement of pupils in reading, (b) to examine the extent to which an inservice program in reading affects the attitudes of classroom teachers, (c) to examine the relationship between teacher experiences in teaching reading and the achievement of pupils in reading, and (d) to examine the relationship beween teacher attitude and the achievement of pupils in reading.

Participants were 20 reading teachers and their pupils, divided into an experimental and a control group of 10 teachers each. The experimental group underwent an intensive period of inservice training in reading to test the following hypotheses: (1) There will be no significant difference in the pupils' reading comprehensive skills between the experimental and control groups. (2) There will be no significant difference in the pupils' reading vocabulary between the experimental and control groups. (3) There will be no significant difference in motivation to read more library books between the experimental and control groups. (4) There will be no significant change in teacher attitudes between the control group and the experimental group based on the results of the Minnesota Teacher Attitude Inventory. (5) There will be no significant increase in the achievement of pupils whose teachers score at the high end of the Attitude Inventory Scale. (6) Teaching experiences of the reading teachers will have no significant effects on pupils' achievements in reading. (7) Teachers' ability to read as measured by the Nelson-Denny Reading Test will have no significant effect on pupils' achievements in reading.

Two months of inservice training did not produce a significant variance in pupil comprehension, vocabulary skills, and motivation to read more library books. Two months of inservice education and this content also did not produce a significant change in experienced teachers' attitudes. Further, teacher attitudes as measured by a standardized attitude test did not produce a significant effect on the achievement of pupils in reading, nor did teachers' ability to read produce a significant variance in the reading achievement of their pupils.

AN INVESTIGATION OF FACTORS INFLUENCING FIRST GRADE TEACHERS' SELECTION AND USE OF DIAGNOSTIC PROCEDURES IN BEGINNING READING

Order No. DA8317438

KOECH, BARBARA GARNER, ED.D. *University of Massachusetts*, 1983. 367pp. Director: Professor Rudine Sims

Purpose. The purpose of this study was to explore in-depth factors which influence four Western Massachusetts first grade teachers' selection and use of diagnostic procedures in beginning reading and their weighting of diagnostic information.

Procedures. The design of this field study employed the in-depth and interpretive focus of a multiple case study approach within naturalistic studies. In addition, the research utilized a multi-method approach emphasizing participant observation techniques including direct observation, informant interviewing, and documentation. Specifically, the basic design of the study was a fixed multiple case study investigation of two experimental groups and no control groups, utilizing repeated measures within a multi-method approach to identify differences among groups rather than any effects of treatment.

Findings. The major findings of this study are outlined below: (1) Although the teachers were more or less eclectic, they each had a primary theoretical orientation to reading which influenced their diagnostic decision-making in a manner consistent with the hypothesis of Harste and Burke (1977). (2) The most preferred and most used diagnostic procedures employed observation and listening techniques and were those selected or developed by each teacher. The least preferred and least used diagnostic procedures employed formal testing and were those selected by someone other than the teacher. (3) The most potent personal influences were the teachers' beliefs about reading, about learning to read and about reading instruction. The most influential environmental factor was the children's characteristics, behavior and expectations. Other influential factors included teachers' knowledge and growth, their confidence, goals, extent of experience in the grade level, beliefs about classroom management and instructional climate, administrations' policies, time available, course work, outside readings, and other teachers. (4) With the exception of the children's characteristics, environmental factors appeared to be less influential than the personal factors on each area of decision-making, and particularly on the teachers' weighting of diagnostic information. (5) The teachers' belief systems about diagnosing were not particularly well developed or articulated. The underlying theoretical bases for diagnostic decision-making were teachers' beliefs about reading and reading instruction. (6) The teachers' beliefs about reading instruction appeared to influence all three areas of decisions but particularly the teachers' weighting of diagnostic information.

A DESCRIPTIVE STUDY OF ATTITUDES AND PRACTICES OF TEACHERS OF FRESHMAN COMPOSITION

Order No. DA8324442

KROPP, CAROLYN STREINE, ED.D. *Southern Illinois University at Edwardsville*, 1983. 205pp. Chairman: Professor Donald R. Keefe

This study examined the attitudes and practice of teachers of college composition to determine how they would answer the open question, "What is the best and most effective means of teaching writing?" Analysis of theory and research in composition revealed that three major kinds of teaching, the subject-centered or didactic, person-centered or philetic, and interactive or heuristic, represent broad and differing concerns of the composition teacher.

An instrument devised to measure the extent of influence of each of the three orientations to teaching was mailed to a random sample of composition teachers in Illinois and Missouri. This instrument was designed to determine (1) the degree to which these teachers' attitudes would correspond to those implicit in the three orientations, (2) the degree to which specific practices would correlate with attitudes along the three dimensions defined, and (3) the degree to which nominal level variables would correlate with orientation to

teaching. Statistics used included independent t tests for pairs, Pearson correlations, and chi-square tests.

Findings and conclusions included the following. (1) Preference of composition teachers for philetic and heuristic orientations was significantly greater than for didactics, even though concern with basic, lower-level skills was strong. (2) Attitudes of teachers were good predictors of their practice along each of the three orientations. (3) A highly significant negative correlation for philetics attitudes and didactics practices pinpointed a source of tension for teachers of composition attempting to reconcile approaches to instruction in writing, while significant positive correlations for philetics and heuristics confirmed the compatibility of these two approaches for teaching writing. (4) Highly didactic and highly philetic-heuristic subsets of the population differed significantly. Philetic-heuristic teachers were (a) more influenced by recent theory and research, (b) more frequently found in four-year than in two-year colleges, (c) newer to the profession, (d) more inclined to view some of their students as above average, (e) more satisfied with the results of their teaching. Philetic-heuristic teachers of composition feel that a major purpose of the course is the stimulation of intellectual growth through writing.

A DESCRIPTIVE COLLABORATIVE STUDY OF AN INNOVATIVE IN-SERVICE MODEL FOR PARAPROFESSIONALS IN AN ELEMENTARY SCHOOL

Order No. DA8318172

PITIS, PHILIP DANIEL, ED.D. *University of Pennsylvania*, 1983. 252pp.
Chairman: Dr. Morton Botel

There are basic problems in the areas of in-service training for school personnel that many school communities across the nation have been hard put to resolve. Continuous adequate funding is a major problem as well as the allocation of time during the school day. Because of the many constraints placed upon the availability of time, many in-service programs are sporadic and disjointed. Many sessions consist of a string of isolated activities unrelated to identified needs, objectives, or program changes. It follows, therefore, that any workable strategy must concern itself with the matter of incentive with provisions for overcoming many of the mentioned constraints. It is to this emerging responsibility that Palscast is committed.

Palscast is an innovative staff development model for school personnel. It is built around the school's intercommunication system, commonly referred to as the Public Address System Broadcast. Hence the acronym, Palscast, which stands for Public Address Learning System Broadcast. It makes possible the continuous education of school level personnel during the school day, on site, at low cost.

The purpose of this study is to describe and evaluate Palscast's use in implementing one phase of a reading and language arts program in one elementary school with three teachers and three paraprofessionals. The study is basically descriptive in nature and focuses on the in-service training of paraprofessionals. A parallel study by Mary Ellen Costello focused on the in-service training of teachers.

As a result of this study the following conclusions were reached: (1) Effective ongoing staff development can be achieved for teachers and aides through the supplementary use of the school's intercommunication system. (2) Palscast resulted in the more effective use of reading aides. (3) The reading aides gained a better understanding of the reading process by working under the direction of their teachers in their own school during the training period. (4) Palscast made it possible and easy to coordinate the training of teachers and aides.

ENGLISH EDUCATION AND TESOL TEACHER PREPARATION PROGRAMS: A COMPARATIVE STUDY OF PROGRAMS AT TEN INSTITUTIONS

Order No. DA8324633

RUGARA, KOKERAI PIKITAI, PH.D. *University of Illinois at Urbana-Champaign*, 1983. 190pp.

This study addressed the question of whether teachers of English trained to teach either native or non-native speakers of that language are able to teach any students of English regardless of whether they were native or non-native.

Ten American universities which offer both English teacher education programs were selected for an initial study of their course requirement materials (course catalogs, course descriptions or brochures, and instructors' handouts, etc.). The second phase of the study involved selecting three of the ten institutions whose programs were further studied using two types of survey questionnaires to compare their programs.

The questionnaires were designed for teacher candidates who were completing their training in either English Education or TESOL, and the teacher educators who were currently involved in training these teachers.

Responses received from 53 teacher candidates and 10 teacher educators were used to determine different trends in the two programs of teachers of English. The data collected from responses for both the initial and second phases of the study were analyzed and conclusions should be seen in the light of such few respondents.

The following characteristic differences and similarities were found to be true of the programs in the institutions involved in the study: (1) Composition of TESOL and EE teacher candidates differed in cultural background and sex mixture, with more females than males in EE and an almost 50-50 spread in TESOL. (2) Both programs were stressing subject matter courses more than any area of study even though they stressed different aspects of subject matter courses. Students differed greatly in their perception of relevant/irrelevant courses. (3) TESOL and EE programs in all but one of the ten institutions studied were affiliated with different colleges in the same university. Only one of the ten institutions had the EE and TESOL programs both under the college of education. (4) Teacher educators considered their programs practical or theoretical according to department affiliation, those in the same department feeling one way in every case. (5) EE teacher candidates felt more confident and willing to train to teach either native or non-native speakers than TESOL felt.

TEACHER PERCEIVED MANAGEMENT STYLE AS RELATED TO THE READING SCORES OF SELECTED ELEMENTARY SCHOOL STUDENTS

Order No. DA8315145

SHAW, FLORA GUIDRY, ED.D. *Pepperdine University*, 1982. 131pp.
Chairperson: Cara Garcia

Statement Of The Problem. This study was designed to investigate the relationship between management style and reading achievement under school and districtwide conditions.

Procedure. The Population studied included "available" teachers and a random sampling of elementary students. Reading achievement and other academic subjects were measured by California Achievement Tests. Management styles were identified by Rensis Likert's "Profile of a School - Teacher" questionnaire.

Null hypothesis 1 stated that no relationship existed between management style and student reading achievement under school level and districtwide conditions. Null hypothesis 2 stated that no relationship existed between all independent variables and reading achievement under the same conditions. The Pearson-Product Moment Correlation coefficient and the stepwise multiple regression procedures were used to analyze the data. The null hypotheses were rejected for hypotheses 1 and 2 under school level conditions and accepted under districtwide conditions. The researcher concluded that participative management style has a greater significant relationship with reading achievement than the authoritative style when measured separately and in combination with other independent variables. Several recommendations and implications were presented.

This study, in combination with others, could motivate administrators and teachers to receive training in management behaviors that systematically create educational climates which will result in successful student achievement.

THE EFFECT OF TEACHER IN-SERVICE ABOUT LEARNING STYLES ON STUDENTS' MATHEMATICS AND READING ACHIEVEMENT

Order No. DA8318640

SPIRES, ROGER DEWAIN, PH.D. *Bowling Green State University*, 1983. 208pp.

The purpose of this study was to determine how teacher in-service about learning style concepts and instructional techniques would affect reading and mathematics achievement of students in kindergarten through sixth grade.

This was a quasi-experimental pretest-posttest study that used existing groups whose members had been assigned heterogeneously. Analysis of covariance was used to control for any pre-existing difference (based on pretest scores and intelligence) between the control and experimental groups.

The learning styles of students in the experimental groups were determined by the Learning Style Inventory (LSI). Teachers of these students used the LSI results to determine instruction best suited for each student. They used the skills and techniques learned in the year long in-service activities to accomodate the students' learning styles. The teachers' teaching style was evaluated by their response to questions on the Teaching Style Inventory.

The major findings of this study are: (1) analysis of the overall pretest-posttest effect shows the experimental students achieved more than the control students in all mathematics and reading subtests. They achieved significantly more on three subtests: word attack, reading comprehension, and mathematics concepts/application; (2) the experimental students scored significantly higher on subtests requiring conceptual skills in four out of seven grade levels; (3) the control students scored significantly higher on subtests requiring rote learning in five out of seven grade levels; and (4) teachers in higher grade levels appeared to use more traditional teaching styles.

A COMPARISON OF COMPUTER-ASSISTED INSTRUCTION AND A PROGRAMMED INSTRUCTIONAL BOOKLET IN TEACHING SELECTED PHONICS SKILLS TO PRESERVICE TEACHERS

Order No. DA8322872

TURNER, GWENDOLYN YVONNE, ED.D. *University of Arkansas*, 1983. 189pp. Major Professor: Dr. Philip Besonen

Purpose. The purpose of the study was to compare the effectiveness of computer-assisted instruction (CAI) and a programmed instructional booklet (PI) in teaching selected phonics content to preservice teachers. An additional purpose was to determine attitudes associated with each of the above approaches.

Procedures. Seventy preservice teachers enrolled in a reading methods course during the fall semester, 1982 at the University of Arkansas were randomly assigned to the experimental and control groups. The experimental design used for the study was the pretest-posttest control group with random assignment. Thirty-five subjects in the experimental group were taught phonics content through CAI. Thirty-five subjects in the control group were taught phonics content through a programmed instruction booklet.

Phonics tests were used to measure phonics achievement. A semantic differential scale was used to measure attitudes.

Scores on the pretest, posttest, and semantic differential scale were collected. The data were analyzed using the t-test, Pearson Product Moment Correlation, frequencies of distribution, and percentages of responses.

Results. (1) There was no statistically significant difference in achievement between the experimental or control groups on phonics achievement. (2) Significant differences between pretest and posttest phonics achievement scores were found for both groups, indicating that each individual medium was successful in affecting the phonics achievement of those subjects using the medium. (3) The mean attitude score of subjects using CAI was significantly more positive than the mean score of subjects using PI. (4) Seven items on the semantic differential scale were responded to more favorably by the CAI group than the PI group. (5) A significant relationship existed between posttest phonics achievement scores and attitude scores toward CAI as an instructional approach. (6) A significant relationship existed between posttest phonics achievement scores and attitude scores of the subjects using PI.

Conclusions and Recommendations. (1) CAI as a method of instruction was as effective as PI in improving phonics achievement of preservice teachers. (2) Both CAI and PI were effective approaches for increasing the phonics knowledge of preservice teachers. (3) CAI was more successful than PI in positively affecting the attitudes of preservice teachers. (4) Individualized instruction in teaching phonics was found to be effective.

The recommendation is made that this study be replicated to determine if the same results occur with CAI in preservice teacher training.

AN ANALYSIS OF THE INTERACTIONS BETWEEN AN EXTERNAL CHANGE AGENT AND TEACHERS IMPLEMENTING A READING READINESS CURRICULUM

Order No. DA8318177

WATKINS, CAROLYN DIANNE, ED.D. *University of Pennsylvania*, 1983. 235pp.

This study examines the implementation process of a reading readiness program in which the developer-innovator deliberately assumes the role of external change agent as well as researcher, working on-site, for the duration of the one-year project. Five inner city teachers were selected and trained to carry out the innovation. The curriculum emphasized listening to and dramatizing stories, spontaneous printing and pretend reading, sustained silent reading, auditory analysis activities, along with a reading readiness text.

This study improves on many earlier studies by presenting an on-going account of what teachers did and said as the actual implementation occurred. In addition, data are presented in such a way as to provide practitioners, developers, researchers, and evaluators with a vicarious experience into the actual implementation process being studied.

Data were collected using the following procedures--participant-as-observer, observations, tape recordings, formal and informal interview to record the interactions of the external change agent and teachers as the implementation process occurred.

Analysis of the data substantiates four major findings: First--A process of technological learning occurred at the user level. It implies that participants accepted the innovation and changed their teaching styles to coincide with the theoretical principles of the innovation. Second--The feedback mechanisms used in this project were instrumental in the implementation effort for those teachers who completed the one year project. Third--Teachers who held philosophical viewpoints that were similar to those presented in the theoretical underpinnings of the curriculum went on to implement the curriculum. Finally--Those teachers who implemented the innovation made changes almost immediately that were consistent with the change agent-developer's conceptualization of the intended curriculum.

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